

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Community College of Baltimore County

Institution Submitting Proposal

Fall, 2017

Projected Implementation Date

Certificate

Human Services Generalist

**Award to be Offered**

**Title of Proposed Program**

521601

51.1502

**Suggested HEGIS Code**

**Suggested CIP Code**

Wellness, Behavioral & Social Sciences

Timothy Davis

**Department of Proposed Program**

**Name of Department Head**

Ted McCadden

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Contact Name

Contact E-mail

Contact Phone Number

  
**Signature and Date**

**President/Chief Executive Approval**

11/18/16  
**Date**

**Date Endorsed/Approved by Governing Board**

## Human Services Generalist Certificate

### Human Services Counseling (HUSC)

#### **A. Centrality to institutional mission statement and planning priorities:**

This certificate replaces the Human Services certificate, reflecting the new program Human Services Counseling. Many students come to CCBC seeking the knowledge, skills, and abilities to gain entry to the workforce or to explore educational opportunities in an area of interest. This certificate provides the core set of skills and abilities utilized in a Human Service Counseling Generalist position. Students will study the Human Services area with its multiple focus areas, and will be trained for an entry-level human services position. The certificate is a stackable workforce credential, and students may then choose to apply this training in the workforce or continue their studies and apply these courses to an AAS degree. This supports contemporary research on 'momentum points' in supporting student retention; students who earn stackable credentials show greater movement toward degree completion.

#### **B. Adequacy of curriculum design and delivery to related learning outcomes:**

##### **1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

There are 21 prescribed credits in the Human Services Generalist Certificate.

##### **List of courses**

##### **HUSC 101 - Introduction to Human Services Counseling – 3 credits**

Introduction to Human Services Counseling investigates the broad field of Human Services Counseling, and will explore the common knowledge, skills, and abilities in the field. Students focus on career exploration and personal development specific to this field of study.

Prerequisite: none

##### **HUSC 139 - Interviewing and Counseling Techniques – 3 credits**

Interviewing and Counseling Techniques develops competencies in the basic skills involved in the counseling relationship across all settings. Students will explore the relationship between interviewer and client with an emphasis on skill development and application.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

##### **HUSC 141 - Introduction to Psychopharmacology – 3 credits**

Introduction to Psychopharmacology provides an overview of the physiological and psychological effects of psychoactive drugs, such as alcohol and other depressants, opioids,

stimulants, and psychedelics. This course examines routes of administration, neurochemistry, metabolism, dependence, and drug elimination for each of the major categories of substances.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

### **HUSC 205 - Group Counseling – 3 credits**

Group Counseling focuses on the practice of group counseling and its application to the human services counseling field. Students learn the theory behind the practice, stages of group development, and examine the skills required to lead various types of groups. Therapeutic factors and multicultural competency are also explored.

Prerequisite: HUSC 139

### **HUSC 211 - Case Management – 3 credits**

Case Management in Human Services explores the use of case management in both public and private human services programs; focuses on issues of eligibility coordination, efficient use of community resources, program planning, and models of case management.

Prerequisite: HUSC 139

### **HUSC 233 - Ethics in Human Services Counseling – 3 credits**

Ethics in Human Services Counseling explores the many ethical issues inherent in the human services counseling field. Students identify ethical issues, apply relevant ethical codes, and implement a decision-making model to resolve the situation. This course also provides a specific focus on ethical issues relevant to the addiction treatment field, including the impact of federal confidentiality regulations, working with mandated client populations, and counselors who are also in recovery.

Prerequisite: HUSC 139 or consent of program coordinator

### **HUSC 250 - Crisis Intervention – 3 credits**

Crisis Intervention examines the principles associated with individuals and groups in crisis. Approaches to assist those experiencing the different types of crises are introduced and practiced. Focus is on assessments, appropriate interventions, and the application of ethics specific to crisis situations.

Prerequisite: HUSC 139

## Certificate Requirements

### **Human Services Generalist Certificate -- 21 credits**

HUSC 101	Introduction to Human Services Counseling	3 credits
HUSC 139	Interviewing and Counseling Techniques	3 credits
HUSC 141	Psychopharmacology	3 credits
HUSC 205	Group Counseling	3 credits
HUSC 211	Case Management	3 credits
HUSC 233	Ethics in Human Services Counseling	3 credits
HUSC 250	Crisis Intervention	3 credits

## **B2. Describe the educational objectives and intended student learning outcomes.**

### **Educational Objectives**

Upon completion of the program, students will:

1. utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings;
2. assess and document a client's current status and apply basic therapeutic techniques;
3. develop, prioritize, and implement a plan to address a client's presenting problem;
4. conduct themselves professionally and ethically as counselors in culturally-diverse settings; and,
5. express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.

This program will prepare students with the knowledge, skills, and abilities for entry-level positions in the Human Services Counseling field.

### **Student Learning Outcomes**

In alignment with the National Organization of Human Services (NOHS) outcomes, students who successfully complete the Human Services Counseling degree will be able to:

1. analyze the nature of human systems: individual, group, organization, community and society, and their major interactions;
2. explain the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation;
3. conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome;
4. implement a plan of action for an identified problem and implement the plan in a systematic way, and follow through with evaluation of the plan;
5. select interventions which are congruent with the values of one's self, clients, the employing organization and the Human Services Counseling profession; and

6. communicate professionally, employ self-discipline, and apply ethical guidelines in interactions with their clients.

**B3. Discuss how general education requirements will be met, if applicable.**

General Education Requirements are not required for this certificate.

**B4. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

N/A

**B5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

N/A

**C. Critical and compelling regional or statewide need as identified in the State plan:**

The proposed certificate program responds to several facets of the Maryland State Plan for Postsecondary Education. As the landscape of higher education in Maryland has shifted to include more non-traditional aged students, career-changing adults, and individuals with disabilities, it has become imperative to make academic programs more accessible, affordable, and connected to career paths.

More specifically, the Human Services Counseling field often attracts students who have been consumers of these services. From a demographic perspective, program majors include higher percentages than average of first-generation college students, people of color, students with disabilities, economically-disadvantaged students, and non-traditional aged students. The proposed coursework provides both specific and practical training for our students to better prepare them to work with a diverse client base.

**D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:**

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
3. Data showing the current and projected supply of prospective graduates.

The National Organization of Human Services (NOHS) is the national organization overseeing human service professionals. A challenge in career searches is these jobs fall under a wide umbrella of job titles. This is a partial list from the NOHS website:

### **Examples of Occupational Titles of Human Service Workers**

Case Worker	Case Monitor Parole Officer
Family Support Worker	Child Advocate
Youth Worker	Gerontology Aide
Social Service Liaison	Juvenile Court Liaison
Residential Counselor	Home Health Aide
Behavioral Management Aide	Group Home Worker
Case Management Aide	Child Abuse Worker
Eligibility Counselor	Crisis Intervention Counselor
Alcohol Counselor	Mental Health Aide
Adult Day Care Worker	Community Organizer
Drug Abuse Counselor	Intake Interviewer
Life Skills Instructor	Community Outreach Worker
Client Advocate	Social Work Assistant
Neighborhood Worker	Community Action Worker
Social Service Aide	Psychological Aide
Group Activities Aide	Halfway House Counselor
Social Service Technician	Assistant Case Manager
Therapeutic Assistant	Rehabilitation Case Worker
Probation Officer	Residential Manager
Peer Recovery Specialist	Behavioral Health Counselor
Substance Abuse Counselor	

The job prospect outlook is good, and continues to grow, especially in areas of group home workers, life skills instructors, disability support workers, and in all areas working with aging populations. Many of these jobs require 24-hour staffing, expanding the job opportunities even further. The educational requirements of these jobs vary greatly, from a high school diploma to a Master's degree. The Council for Standards in Human Services Education (CSHSE) states that focused training on the job skills in greatest need, including communication skills, listening skills, problem solving, critical thinking, and crisis intervention skills) results in better trained employees and less turnover for the hiring agency, and higher pay scale for the worker. ([http://cshse.org/documents/DiGiovanni-CSHSE\\_Legacy.pdf](http://cshse.org/documents/DiGiovanni-CSHSE_Legacy.pdf))

([http://www.nationalhumanservices.org/index.php?option=com\\_content&view=article&id=88:what-is-human-services?&catid=19:site-content&Itemid=89](http://www.nationalhumanservices.org/index.php?option=com_content&view=article&id=88:what-is-human-services?&catid=19:site-content&Itemid=89))

According to the U.S. Bureau of Labor Statistics, the job categories of Social and Human Service Assistants are expected grow 11%, which is faster than the average of all occupations. Citing the societal challenges of poverty, substance use, individuals with mental health diagnoses, children and adults with physical and intellectual disabilities, immigrants, former prison inmates, and the ever growing number of baby boomers reaching retirement age and beyond, these trends contribute to the need for more human service workers to meet the demands of the population. (<http://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>)

O\*net Online, a government sponsored site, lists Social and Human Service Assistants in the category of Bright Outlook, which specifies those categories that are expected to grow rapidly between now and 2024, with a projected 100,000 or more job openings. This area will include new and emerging occupations to address society's changing needs. <http://www.onetonline.org/link/summary/21-1093.00>

After researching job titles utilizing the Maryland Department of Labor, Licensing, and Regulation, virtually every title searched under human services will experience growth between now and 2024. Using the broad term of Social and Human Service Assistants, the Baltimore County Workforce Region will experience a growth rate of 19%, which is significant. (<http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>)

#### **E. Reasonableness of program duplication:**

There are similar certificates offered at other colleges, but none that are identical in the course work, which was developed with input from hiring agencies.

#### **Justification for the Proposed Program**

While there are other certificate programs offered by community colleges in Maryland, this certificate was developed to be the first step in stackable workforce credentialing, allowing the student to apply the acquired skills directly in the workplace, or they may fold this course work in to earn the AAS degree. This course work was also developed in a partnership with community agencies who hire our students, focusing on the knowledge, skills, and abilities necessary to gain employment.

#### **F. Relevance to Historically Black Institutions (HBIs):**

Historically, graduates from the two current programs have entered the workforce upon graduation. Many have returned to CCBC to complete stackable workforce credentials, such as another certificate or the AAS degree, followed by transfer to four-year schools for a baccalaureate degree. Graduates will find themselves prepared to enter rigorous four-year academic programs in a variety of fields (Human Services, Psychology, Social Work), and many

elect to attend HBIs. We are pursuing agreements with Morgan State University and Coppin State University.

## **G. Evidence of Principles of Good Practice**

### Curriculum and Instruction

The Human Services Generalist Certificate was developed by CCBC's faculty and was vetted and approved by the College's internal curriculum governance process to ensure that the curriculum is coherent, cohesive, and comparable in academic rigor to programs offered in traditional academic formats. As part of this process, the learning outcomes were examined to ensure they were appropriate given the rigor and breadth of the program. The careful research that is performed in the development of newly approved programs facilitates their internal adoption within CCBC's established planning and resource allocation processes. The program will be overseen by the Department Chair for Behavioral Sciences (includes the disciplines of Psychology and Human Services Counseling, the parent program of this certificate), and four full-time Human Services Counseling faculty members, two of whom hold active clinical licenses in the State of Maryland. The full-time faculty have completed the CCBC mandated training required to develop and teach online courses.

The College uses Blackboard as its Learning Management System (LMS). Within this environment there are numerous tools that provide for appropriate real-time or synchronous communications as well as delayed interaction or asynchronous communications between faculty and students. Faculty who will be teaching online are trained to take best advantage of these technologies in their courses. Faculty members include any assignments for development of new distance education courses in their Annual Professional Summaries as part of the faculty evaluation process.

All levels of academic and instructional technology planning are integrated in the development of new distance education courses and programs. Distance education planning is also coordinated with CCBC's Enrollment and Student Services and Administrative Services divisions to ensure that students have access to academic and physical resources needed to promote student success. Many of the courses in the proposed Human Services Counseling program have already been offered and have benefited from this integrated planning process.

### Role and Mission

As part of CCBC's mission, the College is committed to preparing students for career success and strengthening the regional workforce. The Human Services Generalist Certificate Program will help to fulfill both of these goals. In addition, as part of CCBC's strategic direction of Teaching and Learning Excellence, the College is committed to using the most



technologically appropriate and effective teaching methods and formats available. The effectiveness of current technologies to support the objectives of all academic programs is reviewed on an ongoing basis, as illustrated below, and additional resources are allocated to meet documented needs.

CCBC's Information Technology Services (ITS) has a robust, effective technical help desk and information technology support model for the College. The College routinely evaluates, adopts, and maintains the most current technologies available in support of online and distance learning.

### Faculty Support

To promote high-quality instruction, once new distance education courses and programs have been approved, a faculty member must complete CCBC's Online Course Development Institute before developing and teaching a distance education course. Through this professional development, faculty members learn about the pedagogical and technological aspects of teaching online and work with an instructional designer to develop the course shell and materials. The instructional design team reviews the course for compliance with Quality Matters standards before the course is offered in the schedule of classes. Through this review, the faculty member and instructional design team ensure that the design of the course will enable a student to achieve the learning outcomes and that these outcomes are assessed appropriately. Faculty who are teaching online for the first time but not developing the course for online delivery (i.e., teaching an already existing distance education course), complete the professional development opportunity, Teaching Online Course, to become skilled in teaching within this environment. This course is offered online and includes 40 hours of activities.

The Distance Learning Advisory Board (DLAB), comprised of institutional leaders, including a number of faculty who teach online, creates policies for distance education practices and courses. As new policies are approved, they are monitored and assessed as part of the established institutional assessment processes.

The College provides a robust array of support services for faculty teaching in a distance education format. Within ITS, the Instructional Technology Department is led by the Senior Director of Instructional Technology and includes an Online Learning/Instructional Design Group and a Learning Management Systems and Instructional Training Group to provide support to faculty in the design of courses and courseware. The Online Learning/Instructional Design Group is led by a Director and includes three Instructional Designers (two at the senior level). The Learning Management Systems and Instructional Training Group is led by a Director and includes two LMS Administrators, two Technology Trainers, and an Administrator for Digital and Emerging Technologies. Additional support is provided to faculty via a 24/7 Technical Help

Desk and an externally hosted LMS, which includes the highest level of technical support available.

To ensure appropriate learning resources are available to students, CCBC offers online tutoring, which is provided by trained tutors. The format for the service is through an asynchronous discussion board using Blackboard. Students self-register for each subject in which they seek tutoring; these subjects then appear on their Blackboard class list. To increase awareness of online tutoring the Student Success Centers (SSC) provide an announcement on Blackboard and provide a brochure during the classroom announcements in the first week of school.

As indicated in the Library section of this proposal, students have access to a useful guide for academic and research support through online Library Guides. One of the College's librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Complete*, *PsychInfo* and *Psychology Journals*. The CCBC Libraries' collection is growing in the area of eBooks and currently provides access to numerous relevant eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.cbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

### Students and Student Services

The CCBC College Catalog is updated on an annual basis and will contain clear, complete, and timely information on the proposed curriculum, course and degree requirements, nature of faculty/student interaction, and assumptions about technology competence and skills. Within Blackboard, students can access useful information after they have registered for an online course such as Blackboard tutorials and technical requirements, availability of academic support services and 24/7 Help Desk support, and financial aid resources. Costs and payment policies are consistent for classes in online and traditional formats; this information is contained in the College catalog at the following URL:

<http://catalog.cbcmd.edu/content.php?catoid=26&navoid=1538>.

Distance education students and other learners find support online for advising, registration, financial aid, and library services. Five designated full-time advisors dedicate 2-10

hours of advising time to respond to online student inquiries. General information is provided within 24 to 36 hours. All CCBC students may access online advising while maintaining confidentiality. Online advising services average 200 students per month. Application and registration processes now occur mostly online.

The financial aid application process, including the counseling component, can be completed online. Financial Aid TV is also available on the CCBC website at the following URL: <http://ccbc.financialaidtv.com/>. Distance education students are eligible for all facets of financial aid offered through CCBC.

CCBC has an extensive array of print and electronic communications to inform the public and other College audiences of the strength of CCBC's mission, the quality of its academic programs, and the diversity of training offerings and support services available. Revisions are made regularly to reflect program, policy, and/or procedural changes and to modify or rebrand the marketing message. As part of providing these communication tools and outreach initiatives for students and the community, several positive outcomes have been achieved. Staff training and the implementation of communication technology have augmented CCBC's efforts to comply with Higher Education Opportunity Act regulations related to misrepresentation. Additionally, a consistent message is provided when working directly with prospective and enrolled students. This same focus on quality would be applied to all advertising, recruiting, and admissions materials prepared for this proposed degree program.

### Commitment to Support

CCBC faculty are evaluated annually in three areas—Professional Assignment, College and Community Service, and Scholarship/Professional Growth. It is stipulated that 60-70% of the evaluation must be based on Professional Assignment, and 10-20% must cover Professional Development. Within the category of Professional Assignment, the written faculty evaluation policy recognizes the importance of instructional improvement; and efforts made to convert, develop, or implement classes in online or blended formats are named in the category of instructional improvement. Potential areas of Scholarship/Professional Growth include furthering one's technical education by learning new software and/or technology. In addition, public performances, presentations, and exhibitions that recognize one's area(s) of expertise that involves research and scholarly preparation are also recognized as acceptable means of documenting scholarship and professional growth.

### Evaluation and Assessment

Learning Outcomes Assessment (LOA) projects are being developed for individual courses in the proposed program. For instance, students will be required to participate in a LOA

so that the results can be assessed, and any deficiencies noted in the analysis can be addressed in the spirit of continuous improvement. This program will be incorporated in CCBC's program review process that supports CCBC's strategic direction of Student Success and fulfillment of the related institutional goal to measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

CCBC's Office of Planning, Research and Evaluation (PRE) maintains information on student retention in academic programs. This data is provided as part of the program review process for analysis and program improvement. To further promote quality in instruction and assess the performance of the faculty member in the online environment, the Distance Learning Advisory Board developed and implemented a student course evaluation instrument for distance education courses. Faculty satisfaction with Distance Education Services and with Instructional Technology is measured through the annual CCBC Employee Survey. Since many of the courses in the Human Services Counseling program are included in other CCBC credit offerings, the program is cost effective by taking advantage of existing College resources.

As part of CCBC's commitment to an evidenced-based approach to the best online teaching practices, the College provides budgetary resources to support Quality Matters (QM), a faculty-centered peer review process designed to certify the quality of online course design. 174 faculty have completed the Applying the QM Rubric workshop and 70 are QM certified peer course reviewers. By faculty applying the QM rubric to existing distance education sections, CCBC can discern that essential course components, including learning objectives, assessments and measurements, resources and materials, learner engagement, and course technology have sufficient academic rigor and serve to enable students to meet the learning expectations and outcomes for the course. Increasing numbers of online courses are being evaluated for Quality Matters' certification. Continuous improvement is promoted through ongoing monitoring of student performance in distance education offerings by CCBC's Planning, Research, and Evaluation staff. The results of this monitoring are shared with appropriate constituencies so that any needed adjustments in curriculum can be made.

Student performance in online courses is also benchmarked against student performance in the same courses offered in a face-to-face format to evaluate differences. Comparisons of student retention/persistence are also made. The Office of Planning, Research, and Evaluation provided success rates for Fall 2015 web courses of 67%, compared to 78% in non-web courses and found that these rates had increased slightly in recent years. Additionally, the withdrawal rate for web courses in Fall 2015 was 5% higher (11%) than for non-web courses (6%). The percentage of students withdrawing from web based courses and traditional courses has declined slightly in the past several years. Data shows that many students who register late for distance

education courses do so because classroom sections are full, and students who register late have lower success rates across all modes of instruction.

Assessment and documentation of student achievement will occur as part of CCBC’s program review process. Academic programs, whether they are offered online or in traditional formats, are reviewed on a five-year cycle. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the College’s mission.

**H. Adequacy of faculty resources**

The faculty for the proposed program will be drawn from the existing Human Services and Chemical Dependency Counseling AAS degree programs, which are also proposed for merger into an integrated Human Services Counseling AAS. Each has an appropriate graduate degree in his or her field of practice. Some of the full-time faculty are assigned to other academic departments, but hold relevant degrees in the Human Services Counseling field and teach courses on an affiliate basis in these programs. While the full- and part-time faculty will share responsibility for teaching core coursework in the program, the individual instructors have areas of specialization addressed within the degree program.

In addition to their work in the classroom, the faculty are actively involved in their respective fields. While some continue to engage in clinical or professional practice, others are active as researchers, advocates, and advisors for programs in their respective fields of study. Our faculty are in high demand as presenters and consultants across the country. Professors Boone, Burney, Kuzsma, and McCadden serve on advisory boards for transfer institutions and workforce advocacy groups.

Table 1 below provides a summary of the full- and part-time faculty currently involved in the proposed program.

<b>TABLE 1: PROGRAM FACULTY</b>			
<b>Full Time Faculty</b>	<b>Academic Rank</b>	<b>Degrees/Credentials</b>	<b>Courses Taught</b>
Lisa Boone	Associate Professor	M.Ed. Education  Human Services-Board Certified Practitioner	Core Coursework  Human Services AOC
Lester Burney	Associate Professor	MS Human Services Administration  Post Masters Certificate Clinical Community Counseling	Core Coursework  Human Services AOC

		Human Services-Board Certified Practitioner	
Marilyn Kuzsma	Associate Professor	MA-Counseling Psychology  Licensed Clinical Alcohol and Drug Counselor	Core Coursework  Behavioral Health Counseling AOC
Theodore McCadden	Associate Professor	D.Ed.-Adult Education  Certificate of Advanced Graduate Study-Counseling  MA-Health Counseling  Licensed Clinical Alcohol and Drug Counselor  Internationally Certified Prevention Specialist	Core Coursework  Behavioral Health Counseling AOC  Adolescent and family therapy specialty
<b>Affiliate Faculty</b>	<b>Academic Rank</b>	<b>Degrees/Credentials</b>	<b>Courses Taught</b>
Kevin Mick	Associate Professor	MS-Counseling	Core Coursework  Assigned to Sociology Department
Ann MacLellan	Professor	PhD Education	Elder Care Coursework  Assigned to Sociology Department
Jennifer Pemberton	Associate Professor	D.Ed.- Adult Education  MS-Counseling Psychology  Licensed Clinical Professional Counselor	Core Coursework  Assigned to Psychology Department
Adrienne Washington	Instructor	MSW-Social Work	Core Coursework  Assigned to Sociology Department
<b>Part Time Faculty</b>	<b>Academic Rank</b>	<b>Degrees/Credentials</b>	<b>Courses Taught</b>
George Carlson	Adjunct	PhD Policy Studies  MSW  Licensed Clinical Social Worker-Clinical	Core Coursework
Thomas Dolan	Adjunct	Grad. Cert.-Counseling  Certified Associate Counselor- Alcohol and Drug	Core Coursework  Delivery of Addiction Services
Jennifer Ferra	Adjunct	MSW-Social Work  Certified Professional Counselor-Alcohol and Drug	Core Coursework  Adolescent area of specialty

		Licensed Graduate Social Worker	
Marguerite Falcon	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework
Bruce Ferguson	Adjunct	Licensed Clinical Marriage and Family Therapist	Core Coursework Family Therapy specialty
Stacy Fruhling	Adjunct	MA-Clinical Psychology Licensed Clinical Professional Counselor Licensed Clinical Alcohol and Drug Counselor	Core Coursework
Julia Knach	Adjunct	MS-Applied Psychology, concentration in Forensic Psychology Licensed Clinical Professional Counselor Licensed Clinical Alcohol and Drug Counselor	Core Coursework Youth and adolescent specialty
Renee Murrell	Adjunct	PhD Human Services, Social and Community Services MSW	Core Coursework
Mende Potkay	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework
Justin Proctor	Adjunct	MSW-Social Work Licensed Clinical Social Worker	Core Coursework
Mark Wagner	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework

**Table 2: Full-Time Faculty Assignments**

<b>Course Number and Title</b>	<b>FT or Adjunct Faculty Assignments</b>	<b>% FT Instructors</b>
<b>HUSC 101-Introduction to Human Services Counseling</b>	Boone, Burney, McCadden, Mick, 2 adjuncts	66%
<b>HUSC 139-Interviewing and Counseling Techniques</b>	Burney, McCadden, 2 adjuncts	50%
<b>HUSC 141-Introduction to Psychopharmacology</b>	Kuzsma, McCadden, Mick, 1 adjunct	75%
<b>HUSC 205-Group Counseling</b>	Boone, Burney, Kuzsma	100%
<b>HUSC 211-Case Management</b>	Burney, 1 adjunct	50%
<b>HUSC 233-Ethics in Human Services Counseling</b>	Boone, McCadden, Pemberton, 1 adjunct	75%
<b>HUSC 250-Crisis Intervention</b>	Boone, Burney, 1 adjunct	66%
<b>% of sections taught by FT faculty:</b>		<b>68.8%</b>

### **I. Adequacy of library resources**

The current resources are sufficient for the proposed program. As this proposal represents a restructuring of an existing program, the existing resources remain in place. The textbooks for the courses will be on reserve in the campus libraries. Students have access to a useful guide for Human Services Counseling resources by combining the two existing online Library Guides from the two stand-alone programs. One of the College’s librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Central*, *PsychInfo*, and *Lexis Nexis Academic*. The CCBC Libraries’ collection is growing in the area of eBooks and currently provides access to numerous eBooks on topics related to Human Services Counseling. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make



library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

#### **J. Adequacy of physical facilities**

As a merger of existing programs, this proposal requires no additional physical infrastructure at this time. In the first years of the program, faculty offices will remain the same, and existing classroom resources will continue to suffice. As program enrollment increases, there may be a need in future years to expand our full-time faculty; this need is currently mitigated by use of affiliate faculty from related disciplines.

On CCBC's Dundalk campus, the current Chemical Dependency Counseling program is housed in a state of the art counseling laboratory. This laboratory consists of conjoined classrooms with an observation window/mirror and audiovisual equipment in place to observe and record mock counseling and interviewing sessions with peer "clients". Bug-in-the-ear technology allows for real-time clinical supervision and feedback to enhance the in vivo experience. One-to-one tablet devices provide students with both technology support in the classroom and experience using the industry-specific software that they will use in their places of employment. Finally, the laboratory provides a shared space for students in the program to meet in small study groups, work on collaborative learning projects, and practice their skills. The laboratory also houses the Student Government Association affiliated student organization, and a job posting board.

New program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this new program proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources. A plan for ongoing equipment and facility upgrades and other routine needs has been developed and is in accord with CCBC's strategic plan.

#### **K. Adequacy of financial resources with documentation**

The following breakdown of costs is based on in-county tuition rates and having one student complete 21 credits on a part time basis.

Tuition (\$118 per billable hour x 21)	\$2,478.00
General Services Fee	252.00 (\$12 per credit hour)
Registration Fee	110.00 (\$55/semester x 2)
Capital Fee	20.00 (\$10/semester x 2)
Technology Fee	210.00 (\$10 per credit hour)
Activity Fee	63.00 (\$3 per credit hour)

Total	\$3,133.00
Graduation fee	\$ 50.00

All students are eligible for regular CCBC financial aid.

Please see Table 3: Resources and Table 4: Expenditures for additional information regarding financial resources. \*Note that Tables assume level tuition and fees across the first five years.

**TABLE 3: RESOURCES**

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	37,170	37,170	49,560	49,560	49,560
a. # F.T. Students	0	0	0	0	0
b. Annual Tuition/ Fee Rate	2,605	2,605	2,605	2,605	2,605
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	15	15	20	20	20
e. Credit Hour Rate	118.00	118.00	118.00	118.00	118.00
f. Annual Credit Hours	21	21	21	21	21
g. Total Part Time Revenue (d x e x f)	37,170	37,170	49,560	49,560	49,560
3. Grants, Contracts, & Other External Sources (Perkins Funding)	15,000	15,000	15,000	20,000	20,000
4. Other Sources					
<b>TOTAL (Add 1-4)</b>	<b>52,170</b>	<b>52,170</b>	<b>64,560</b>	<b>69,560</b>	<b>69,560</b>

Table 4 includes the salary and benefit expenditures. This program will rely entirely upon existing resources.

<b>TABLE 4: EXPENDITURES</b>					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	18,585	19,602	20,200	20,796	21,430
a. # FTE	.2	.2	.2	.2	.2
b. Total Salary	15,424	15,887	16,363	16,854	17,359
c. Total Benefits	3,616	3,725	3,837	3,952	4,071
2. Admin. Staff (b+c below)	0	0	0	0	0
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment	0				
5. Library	0				
6. New or Renovated Space	0				
7. Other Expenses	0				
8. TOTAL (Add 1 – 7)	18,585	19,602	20,200	20,796	21,430

<b>TABLE 5: COMPARISON OF RESOURCES AND EXPENDITURES</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
Net Resources	52,170	52,170	64,560	69,560	69,560
Net Expenditures	18,585	19,602	20,200	20,796	21,430
<b>Total Gain (Loss)</b>	<b>33,585</b>	<b>32,568</b>	<b>44,360</b>	<b>48,764</b>	<b>48,130</b>

**L. Adequacy of provisions for evaluation of program**

Program outcomes assessment is a primary focus for CCBC. Assessment of student satisfaction occurs in each class on a rolling basis through the Aleamoni Course/Instructor

Evaluation Questionnaire (CIEQ). Assessment of program outcomes occurs as part of CCBC's 5-year Program Review cycle. Program Coordinators must document the connection between student learning outcomes and their relationship to the College mission.

It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

As a career preparation program, the Human Services Generalist Certificate program enjoys two additional review processes. The Program is reviewed annually and guided by an Advisory Board. The Advisory Board is comprised of faculty, student and alumni representatives, internship site supervisors, professionals, and workforce advocates. This group meets annually to review the program outcomes and to provide guidance for future directions of the program. When the Advisory Board met in June 2016, the response to this proposal was overwhelmingly positive, particularly from our advocacy group and their lobbyists in Annapolis.

Finally, our continued success as a program is most readily measured in our internship placement success. The Program has longstanding relationships with internship sites across the state, and we have a long history of success with placement sites. Many of our students are hired by their internship sites upon graduation.

#### **M. Consistency with the State's minority student achievement goals**

For FY 2015 CCBC's student demographic figures indicate that 53% of credit students are minorities, and 58% are female. We anticipate that the student population for the Human Services Counseling Program will mirror these trends, thereby promoting minority student access. Traditionally, the two stand-alone programs have attracted a higher than average racial minority population, and a higher percentage of non-traditionally aged students. Similar trends in student completion will help to address the reported gender gap and differences in race/ethnicity in the Human Services Counseling field across the nation.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty to better appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Training Program (CRT). The CRT Program is a multi-faceted initiative engaging faculty, staff, administrators and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student success, with more than 500 faculty and staff receiving training in this initiative. It is noteworthy that CCBC received the Leah Meyer

Austin Award at the Achieving the Dream Conference in 2015, and the CRT Program was an important component to enable CCBC to improve student achievement and to meet equity goals.

The Human Services Counseling faculty remain at the cutting edge of trends in addressing equity in higher education, engaging in ongoing training and scholarship in social justice education. One of the Program Coordinators has a secondary assignment as the Director of the Community Book Connection, a college wide common reading program that leads faculty, staff, and students across the college in social justice educational initiatives. Several courses in the program use the common reader as a text each semester. This program also leads several college wide professional development initiatives to better equip faculty to address the needs of a diverse student body, including an ongoing faculty discussion group, a workshop series, and an annual faculty equity retreat. In addition, several full-time and affiliate faculty engage in independent scholarship around equity issues, including national- and international-level invited lectures and publications. Two of our program faculty serve as coordinators for a national-level research preconference day of scholarship to address equity issues in higher education, and serve as the co-editors for the conference proceedings.

A primary example of our commitment to equity shows in our new course, Exploring Diversity in the Workplace, which offers practical strategies to broaden the student's worldview around issues of diversity and equity. This course will serve as a program requirement for students in Human Services Counseling, but will also be open to students in other majors.

**N. Relationship to low productivity programs identified by the Commission**

N/A